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ABSTRACT

In spring 1973 the State of Wisconsin mandated the Council on Indian Education in an effort to involve Indian people, not only as advisors but as a working committee, to assess and promote quality Indian educational opportunities. Objectives outlined at the first meeting included collecting information from state agencies concerning Native Americans; disseminating program information to the public; determining responsiveness of state agencies; compiling recommendations to Wisconsin's Equal Rights Council for proposed legislation; recommending improved quality of education and equal employment for Native Americans; and recognizing Native American individual rights and tribal self-determination. Limitations experienced by the Council included: Indian involvement, personnel selection, non-support of educators and public officials; lack of community support and public schools; understanding of tribes and local Indian education committees; and little communication among Council members. The Council submitted 18 recommendations, of which 4 were prioritized. They recommended continuing research of Indian educational needs; improving and enriching educational efforts in the state by teaching Indian history and culture; requesting from state agencies how Indian education can be improved and supplemented through ongoing program efforts; and designing legislation to upgrade the quality of education for American Indians in Wisconsin. Appendices include meeting minutes, budget requests, and handouts. (ERB)

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A REPORT ON

AMERICAN INDIAN EDUCATION

IN WISCONSIN

SUBMITTED TO THE

EDUCATION AND EMPLOYMENT COMMITTEE

OF THE

NATIVE AMERICAN PROJECT

AS SPONSORED BY

GOVERNOR PATRICK LUCEY'S

EQUAL RIGHTS COUNCIL

SEPTEMBER, 1975

U.S. DEPARTMENT OF EDUCATION
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RC 013344

PREPARED BY

ROGER PHILBRICK

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DIVISION FOR INSTRUCTIONAL SERVICES
Robert C. Van Raalte, Assistant Superintendent

September 23, 1975

The Honorable Patrick J. Lucey
Governor of Wisconsin
115 East Capitol
Madison, WI 53702

Dear Governor Lucey:

SUBJECT: Native American Project/Equal Rights Council

The education staff person for the Committee on Education and Employment of the Native American Project is pleased to submit this final report to the Governor's Equal Rights Council in the hope of improving and equalizing opportunities for Native Americans. Unfortunately, the report deals mostly with the documented concerns of the affected state agencies and not specifically with the still unmet needs of services to provide quality education to our First Americans. From the request to the Department of Public Instruction during the summer of 1971 to hire an Indian person at the professional level and the request to the legislature during the spring of 1973 to have a Council on Indian Education to advise the state's four educational agencies, there has been positive action taken.

Although other educational efforts were not dealt with, some major accomplishments have taken place in state government under your leadership. It is our hope that through special study efforts such as the Native American Project and others that the American Indian population in the state will be better served educationally.

Sincerely,

Roger R. Philbrick

Roger R. Philbrick
Indian Education Consultant

sew

126 Langdon Street, Madison, Wisconsin 53702

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FORWARD

Present-day society and the future of American Indians demands that there be an accurate portrayal showing appreciation and respect about the North American Indians. Only self-interests of certain individuals could sustain the desire to keep two cultures alienated for so long a time. Yet, Wisconsin's progress should be the study of history, contributions, values, and the benefits of the natural and human resources of the American Indian, just as the other nationalities residing in Wisconsin.

Certainly, the natural resources of the American Indian have continued to be used by the immigrants to this state, often with very little regard for the original owners--the Indian. With the humanizing programs being undertaken by the various educational institutions the time to right the wrongs is at hand. Wisconsin is not so old that it is incapable of change and learning about the past. The forthcoming efforts of the Council On Indian Education offers this opportunity for Indian input into governmental action.

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A RENEWED AWAKENING TO STATE POLICIES

With the increasing employment of American Indians in state government in positions of authority and Indian people advising on decisions affecting their destinies, it is justifiable to say that the fine beliefs and principles of which the State of Wisconsin was founded are being implemented and practiced. It is during this renewed awareness of our First Americans that the Indian will be listened to and involved in deciding the plight of their own undertakings. Of all the liberties outlined in Wisconsin's Constitution, it is the pursuit of happiness of which each citizen should be not only guaranteed but be given an equal opportunity to decide his or her fate with the knowledge and availability of resources that are available to the public.

History has shown that might does not always make right. Even in recent times, corrupt government leaders and their followers have been made to adhere to the concerns of the public. Yet the amount of public awareness and support of good government at times attains such a slow tempo that it is often felt that the wheels of government do not move at all. The less a government knows about the people it governs the less it will be able to serve them. This is even more apparent for the special interests of the minority peoples. The government that does not know the needs of the people will not be able to develop the kinds of governmental policies which will benefit all of its people.

American Indians have long been neglected in their original and special relationship with the government. Unfortunately or fortunately for state governments this relationship has not been clearly defined as it has with the federal government through treaty agreements. With eleven Indian reservations existant within the state, territorial and individual rights have to be recognized. It is possible that the American Indian may have to conform

to both state and local government and tribal government. Before one advocates that this dual relationship may lead to dual jeopardy or double discrimination in not being in the best interest of either party, one should study the individual situations and circumstances. How about the Menominee situation wherein the Menominees lost their federal status and became the poorest Indian community in the state during the sixties and early seventies? It would seem that with all the special assistance which the state supplied to the Menominees that the Indians there would have progressed. Yet, this was not the case. The safeguards and state involvement with the Menominees must have been lacking. For one, the Menominees themselves did not have the professional positions at the state level to assure the of their own destiny. Even state-funded positions serving Menominees very often were filled by non-Menominees who had very little knowledge not only of the cultures of the various Indian tribes but had no relationship to the tribal customs and cultural values of the Menominees.

In the total state the number of identifiable American Indians in education is such that of the approximately 50 Indian teachers and one Indian administrator in public schools, Indian input and involvement in their children's curriculum is at best an advisory role. The population of Indian children in any one school district is also not proportionate to the number of special service programs serving Indian children or the amount of support by Indian educators. Generally, the school district with a very active Indian education committee receives the supplementary and enrichment types of programs.

This is an inequity in providing equal and quality education for Indian children in our public schools. If Indian education is to be effective, it must serve all children, even those LEA's wherein there are a small number of Indian children.

With regard to providing an equal opportunity for American Indians the state's Affirmative Action Plans and their ensuring EEO reports all provide a guarantee for some initial efforts. Yet, very little could actually take place in just meeting paper requirements. It is here that Indian involvement and Indian self-determination is a must. The opportunity to learn about another culture through providing self-reliance and self-respect is providing an equal opportunity. The framework must be laid by state government to include Indians. Also, the Indian employee must be given responsibility if he is to succeed. Being responsible for one's actions is a privilege of every fellow American. The realization for progress is being able to identify, define Indian responsibilities and then to relate and associate these responsibilities to the American Indian to his environment. This realization can be applied to working on Indian problems. From practice and beliefs it is important that Indian self-determination be given a fair amount of support. It was the belief of the Committee that a policy be developed promoting quality Indian educational opportunities through Indian self-determination.

PROGRESS OF COMMITTEE

A review reveals the inability to accomplish the intended purposes. Some key areas were:

1. Very few committee meetings
2. Inadequate notices to committee members
3. Inadequate input and involvement by committee members
4. Lack of input in setting up schedules with hearing dates
5. Ineffective or nonexistent hearings in two Indian reservation areas.
6. Lack of involvement in use and utilization of project funds by committee.
7. Refusal of two tribes to hold public hearings.
8. Lack of communication by Project Director to state agencies and staff representatives about decisions and recommendations made by project advisory committee and meetings of staff and project personnel and Equal Rights Council.
9. Delay in appointment of Committee members and Project staff.

The problems within this Project were attributed to one or more of the above nine deficiencies. It is not reasonable to expect success in Phase II or III if Phase I has not been properly dealt with. The experience of the first year did provide necessary insights, however. This combined with knowledge learned from the Project staff persons would have helped.

As for Phase I there was unquestionably a long delay in appointing an Education and Employment Committee and the staff for this committee. For a project position on this matter, please refer to various letters and memos to DILHR and Mr. Robert Miller's attendance. In addition to the Committee findings, a packet of information describing the agency's projects and programs serving Indian children is included in the Appendix (See Appendix C.)

COMMITTEE'S MAJOR ACTIVITIES

The intent and mandate of this study on Indian education imposes that the committee will be more than just an "advisory committee" but a working committee. The Equal Rights Council desire that an assessment of Indian education programs be made alone is a major work task. With a small amount of time and only one education staff person, the committee attempted to serve the desire and wishes of the Equal Rights Council and the Indian people.

The committee met as a body two times in Madison. The first meeting afforded an opportunity for the Project Manager to explain the Native American Project, to organize the committee members, and to provide a basis of operation for the project. This first meeting was coordinated by the education staff person for the project and included the staff persons and representatives from DILHR for the employment aspects of the committee. The following were some objectives of the first meeting:

1. To collect information from state agencies concerning Native American interests and concerns.
2. To be able to disseminate program information to committee members who in turn would pass this information on to the public.
3. To determine the responsiveness of state agencies to the Native Americans.
4. To be able to compile the necessary proceedings to make future recommendations to the Equal Rights Council and to the Governor for proposed legislation with input from Indian advisory groups.
5. To propose some recommended changes to improve the quality of education and equal employment for Native Americans.
6. To be able to show a respect for the individual rights of Native Americans in recognizing their ability to govern themselves.

The first meeting took place in the DPI. The second meeting of the committee took place in May of 1975. At this meeting Mr. Buck Martin, Chairman, conducted an informal discussion of the evaluation and recommendations to be made by the committee. This second meeting of the committee took place at the University of Wisconsin-Madison.

The minutes of the first meeting of the Committee are attached. (See Appendix A).

LIMITATIONS IN INDIAN EDUCATION

Indian Involvement

Often Indian education programs are funded and nothing is heard until a final evaluation is needed.

In fact, a program director serving a large number of Indian children said, "We sent letters to parents to meet and form an advisory committee and received only four responses; so, we called off the meeting and will not have an Indian advisory committee."

Another director said, "that because of distance and time it is just not feasible to have an Indian advisory committee." This was a requirement for funding in both of the above cases.

Selection

Selection of directors of Indian programs serving Indian children in the state are not advertised, open to Indian educators in state and have no involvement to the hiring or firing with the Indian people which the program is serving. Often directors are hired who do not relate to Indians in the state and not only have no intention of meeting with local Indian people or tribal leaders but do not meet at all with Indian people.

Participation

There was a lack of Indian representation on this committee and no involvement with local Indian education committees. However, the committee members who attended hearings did show an official interest of the project. It should be pointed out that the committee members and staff were not encouraged to attend some of the NAP meetings and were deliberately left out of meetings and hearings. This was due to last minute meeting notices and unwillingness to change meetings when conflicts existed due to the committee members and staff work schedules.

Support

There are a number of educators and public officials who do not feel that Indian children should desire special attention. This can be seen in the public schools who did not even apply for Title IV programs to serve Indian children under the Indian Education Act of 1972, P.L. 92-318.

Indian Employment

There is still resistance to hire qualified Indian personnel for Indian programs. In fact, two non-Indians were picked over a qualified Indian to administer and supervise over a half million dollars of educational programs to Indians by the Menominee Restoration Committee. Employment of Native Americans is the lowest of any racial group in the state.

Administration/Representation

Lack of Indian representation on local school boards and in decision making have put the destiny of Indian children in the hands of Administrators who are often not only unsympathetic with the desires of Indian parents but who are often not knowledgeable about the educational needs of Indian students.

Community

Lack of community support for another study of Indians due to a need for action to improve educational and other human needs was apparent.

Lack of Auditing

Auditing of public school funds serving Indian children including state aids, land taxes, and federal projects serving Indian students has not been made available and knowing to Indian people.

Understanding

Need exists for greater understanding of tribes and local Indian education committees. Legal counsel is very often not present. Therefore, legal requirements and responsibilities of Indian advisory committees are not put into effect in some school districts.

Coordination

Coordination of LEAs, tribes and Indian people is not required by federal, state, or LEAs. State is often not involved until it is too late.

Communication

There was very communication by committee chairman and no written materials. Because of the lack of formalized committee writings and meetings there developed a lack of interest in the NAP by the committee members. This soon evolved with two committee members dropping out of the committee by March 1975. This left only two members

DPI SERVICES (Actual and Planned)

Enclosures include a brief report on the services of the Department of Public Instruction and a brief listing of objectives, activities, and expected results of the Indian Education Consultant. Also attached is a copy of Indian Education Legislation, S. 438 Budget Requests submitted for the 1973-75 Biennium and A Program To Improve Inter-State Agencies On Indian Education (See Appendix B).

RECOMMENDATIONS AND SUMMATIONS

In developing support for the ensuing recommendation, the Committee felt that there were several key points which were raised by the Great Lakes Inter-Tribal Council, Inc. and its Education Committee:

1. Recommending and hiring of an Indian Education Consultant in the DPI.
2. Supporting the tribal and/or DPI efforts in furthering educational efforts in the Johnson-O'Malley Program and other special programs serving Indian children.
3. The support for needed Indian Education legislation for the 1973-75 biennium S.438. (This document is attached in Appendix B.)

The above certainly shows that Indian educational efforts are being sought by Indian people in the prescribed manner. It should also be pointed out that the DPI supported all of the above efforts of the Great Lakes Inter-Tribal Council and its Education Committee. An Indian person is working at a professional level in the DPI. The Indian Education Section is still administering the Johnson-O'Malley contract for five tribes in Wisconsin to thirteen public schools for the school year 1975-76. Also, the legislation for additional supplemental educational programs to serve our First Americans was supported by the DPI, cut down to $125,000 in the Governor's review; and, finally incorporated into the $250,000 set aside in the DPI's Special Educational Needs Program at the State Superintendent's discretion. From this second request for state-funded Indian education programs, the Indian people were not dealt with properly. For, with the number of Indian students who are dropping out of schools, missing school, not being worked with, the lack of Indian people in educational and professional jobs, all point out that this is a state responsibility and not a federal responsibility as some people tend to think. With the removal

of the last BIA operated school in Wisconsin in the 1950s the DPI agreed that from that point that the State of Wisconsin would accept responsibility for Indian education. (An up-to-date picture can be seen of some of the educational problems affecting Indian education in Wisconsin from the "Partial Status Report to the State Superintendent of Public Instruction on Indian Education for the School Year 1974-75.")

Since there were very few meetings and communication among the Committee members, the following recommendations are submitted from the concerns of the Committee members and the staff person on education:

Priority #1

To further research Indian educational needs, and improve on the present educational program efforts serving Indian children and adults before submitting a request for additional state legislation. This would be accomplished with the GLITC, the individual tribes, and the Council on Indian Education.

Priority #2

To improve and enrich educational efforts in the state through the teaching of Indian History and Culture. This would be accomplished through working with the tribes, local Indian education committees and the Council on Indian Education.

Priority #3

To submit requests to the various state agencies on how Indian education can be improved and supplemented through on-going program efforts. This would involve the hiring of Native Americans to be in responsible positions of authority as well as the establishment of cooperative efforts with Indian people.

Priority #4

To request additional legislation which would be designed to upgrade the quality of education for American Indians in Wisconsin and would ensure the necessary Indian input and approval.

In addition to establishing the above priorities the following actions were recommended:

Action #1

Implement a program in line with Equal Employment Opportunities to recruit and hire Native Americans in the field of Education.

Action #2

In order to insure a continued educational effort, an office for Indian education programs be set up with an Indian person as administrator with state government. Because there has been an Indian Education office within the DPI since 1946, preferably, this office would be in the DPI. Also, this office would have responsibility for establishing cultural educational programs about Native Americans and be state funded.

Action #3

To insure a coordinated state effort for Indian Education, the Council on Indian Education would be able to work with those agencies serving the educational needs of Native Americans.

Action #4

The state develop with the Council On Indian Education a state policy of Indian self-determination and improvement of educational opportunities afforded Native Americans.

Action #5

The Council On Indian Education be provided means whereby official field visits may be made to educational institutions and facilities.

Action #6

This Committee and the Council On Indian Education and staff be able to develop legislation and appear before state committees for testimony.

Action #7

Establishing a format for Indian education goals beginning with the Fiscal Year 1976.

Action #8

Monitoring the DILHR civil rights requirements and the problems they pose for Indians in the field of education.

Action #9

Being able to assist the Governor's Office in defining criteria for funding Indian Education programs.

Action #10

Bringing a state awareness to the culture of the American Indian and in working with local Indian education committees, tribes, in resolving educational conflicts.

Action #11

Developing and implementing regional conferences/workshops to disseminate detailed educational information--with an emphasis on Indian parents--about those programs serving Indian people.

Action #12

Having the Council On Indian Education initiate a study identifying the educational needs of Native Americans.

Action #13

Developing a continuous concern for understanding and appreciating the heritage of the American Indian.

Action #14

Requesting the cooperative implementation of all educational programs serving Indian people and to develop the capability to measure these programs.

Action #15

To develop a process whereby all studies dealing with the American Indian would be dealt with by a state Indian Advisory Group and the Council On Indian Education.

Action #16

Advocate the elimination of state-funded Indian Education programs being approved without the Council On Indian Education.

Action #17

Develop a long-term view of state policy formulation for Indian Education.

Action #18

Develop a continuous working relationship with tribes, local Indian education committees in the state. This could be initiated through the Council On Indian Education.

APPENDIX A

State of Wisconsin DEPARTMENT OF PUBLIC INSTRUCTION

Barbara Thompson, Ph.D.
State Superintendent

Dwight M. Stevens, Ph.D.
Deputy State Superintendent

DIVISION FOR INSTRUCTIONAL SERVICES
Robert C. Van Raalte, Assistant Superintendent

May 8, 1974

TO: Education and Employment Committee
Native American Project

FROM: Roger Philbrick, Indian Education Section

RE: Meeting of Native American Project Committee Members

There will be a meeting on education and employment opportunities for Native Americans on Tuesday, May 21, 1974 at the Department of Public Instruction, Madison in Room B-107 starting at 10:00 a.m.

Representatives from various state agencies will be on hand to discuss educational and employment services afforded Native Americans in Wisconsin.

lk

126 Langdon Street, Madison, Wisconsin 53702

STATE OF WISCONSIN

CORRESPONDANCE/MEMORANDUM

File Ref:

Date: JUNE 1974

To: NATIVE AMERICAN PROJECT (NAP)
EDUCATION AND EMPLOYMENT COMMITTEE - NAP

From: ROGER R. PHILBRICK, INDIAN EDUCATION SECTION

Subject: MINUTES OF 1st MEETING OF EDUCATION AND EMPLOYMENT COMMITTEE - NAP

Enclosed are the minutes of some of the meeting which took place on 21 May 1975. Due to the distance from the tape recorder, the following presentations did not record:

1. Mr. Van Raalte - DPI

   ....there is no State Board of Education over DPI.

   ....97% of $800 million goes to LEA's.

   ....there are 30,000 certified teachers in Wisconsin.

2. Mr. Del Armstrong - Bureau of Indian Affairs (BIA)

   (Refer to letter of 3 June 1974 from Mr. Armstrong.)

3. Mr. Bruce McConnell - VTAE

   (Refer to information in appendix.)

4. Mr. Jim Prindaville - HEAB

   (Refer to information in appendix.)

5. Mr. Gordan Mickey - ECB

   (Refer to information in appendix.)

6. Ms. Nancy McNamara - ECB

   (Refer to information in appendix.)

AD.75

Besides the above persons mentioned, the following people were in attendance:

7. Mr. Roger R. Philbrick - DPI
8. Mr. Willard Lonetree - DILHR
9. Mr. Robert Miller, Jr. - DILHR
10. Mr. Aubruy Young - DILHR
11. Ms. Diana Philbrick -DILHR
*12. Mr. Buck Martin, Great Lakes Inter-tribal Council, Inc. (GLITC)
*13. Mr. Dave Deneen, Jr. - University of Wisconsin-Madison
*14. Mr. Armando Garcia - WCTI (Community Worker), Waukesha

* Committee Members

Enclosures: "Indian Cents" by Roger R. Philbrick - DPI

Letter from Del Armstrong - BIA

Roger Philbrick

I'd like to welcome the various personnel that are here from the various state agencies in education and employment and also the subcommittee for the education and employment committee of the Native American Project. To begin with I'd like to have Mr. Willard Lonetree, the project director, give us some introductory remarks concerning the Native American Project and relating more specifically to education and employment and the responsibilities of the subcommittee and any additional comments that you may have.

Willard Lonetree

Thank you, Roger. I'd like to say I'm glad to see each and every one of you.

First, a summary of what the Native American Project is all about. This package is being put together in a little more detailed form. I hope to have it in a manual form in the future, but for now this is the way it is. This meeting being the first meeting of the education and employment committee is a crucial meeting because we have to give ourselves direction. Each committee that is working with this aside from this committee there is the law enforcement and civil rights committee, the housing and physical development committee and the health and social services committee. I'm sure most of you know the general background of this project. There was a request made in March of 73 by members of the Indian community that a task force be developed in Wisconsin, a task force of Indian people to look at the programs provided by the state of Wisconsin. Hopefully, to create a better working relationship where there are some problems, perhaps and to develop some meaningful recommendations and create some changes that would serve the Indian community. I might add that this is the only state in the country that is doing anything of this type and at the present time we are operating on the initial $5000 that was given to this project by the Department of Industry, Labor and Human Relations. As this point, we have identified various staff people from different departments. These staff people are on the administrative level, they are not clerks and their responsibility is to work to staff the working committees I just named and it is their responsibility to develop strategies and communicate the various departments they are most concerned with. For example, Roger works in education so he will be working with the educational departments in the state to develop a summary and overall orientation so the committee will be prepared to make recommendations and will have the kind of information we will need to go into public hearings. At the present time we are somewhat behind, since some committees have trouble getting together. As we progress we find maybe we'll have to extend the orientation period through the end of July and use the month of August to articulate the findings we have made and put the into some kind of manuscript for the public hearings. At this point, I have talked with

with the chairman of the project and she is in concurrence with this and the co-chairman and other staff people who seem to agree since we are somewhat behind the original timetable we established. If we set some time limits and find for different reasons we cannot make the time limits, we should be flexible enough to set different timetables for ourselves. The civil rights and law enforcement committee has completed their preliminary meetings with various departments and they are having one more meeting with affirmative action which applies to state agencies in Wisconsin as well as revenue sharing as it applies to reservation people. After that meeting, perhaps we'll have more people to help with those who are behind schedule. This timetable will be something to consider on the 7th and 8th of June when there will be a meeting of the equal rights council as well as the Native American Project in Oneida or Green Bay. Right now I'm meeting with all the tribal councils in the state and have 4 left to meet with, Lac Courte Oreilles, Bad River, Mole Lake and Potawatomi. The purpose in meeting with the tribal councils is to make sure their time schedules are compatable with our time scheudles and to answer questions they may have. At the present time we have identified officially a representative for this project from each tribal council or alternates. I had a meeting with the Menominees last week and they were very enthusiastic. The orientation of these committees that are working with the kind of information we want to get from you as representatives from various agencies as Roger was saying, perhaps this meeting we can talk in generalities about the kinds of program efforts you are making and money being expended for Indian services and perhaps we could be looking in the future to various kinds of plans you may have. For those who can't be here maybe we can have a summary of the meeting in the form of minutes. In return, what we would like to have is a narrative relating to the kinds of programs and policies you have established; a general kind of narrative to be provided to the project here. From there, the idea is that at these orientation sessions we will prepare the working committees so they will be able to identify the kinds of problems that will be given at public hearings and develop recommendations. These recommendations, at the end of the orientation sessions and public hearings, will be put into manuscript form and given to the tribal councils so they have an opportunity to review the recommendations we are making. Then it will come back to the project committee for formal development of recommendations and then it will go to the Equal Rights Council for their official action to be given to the Governor's office. At this point, as far as funding, we are operating, as I said, on the $5000 granted by the Employment Security Division, and this morning I received a letter from the Minneapolis area office of the BIA saying Reginald Miller is the coordinator at that office for our request for $5000, which looks very hopeful at this time. I am working on policies for accountability of funding at this time. The $20,000 that we requested from the Department of Local Affairs and Development does not look as though it will be forthcoming as they had a decrease in funding monies. I did get a call from one of our people regarding the possibility of getting

$20,000 or $23,000 from our Department but nothing definite on that. That just about tells you where we are. Any questions?

Q. What are the implications for this project, i.e., some of the outcomes?

A. There has been a lot of talk and feelings expressed to me in relation to the kind of efforts to be established, the whole concept being that we will take direction from the Indian communities themselves. One of the things that has come up several times is the possibility of requesting to the Governor that a Commission on Indian Affairs be established here in Wisconsin. Another thing that may be possible as a result of recommendations made by this project is to follow a plan of recommendations made whether it be an administrative policy change or one that necessitates legislation. There should be a plan as to how these recommendations could be followed up so once this study is done it won't be forgotten about and put on a shelf. Also, working with the various agencies on this will hopefully bring about more understanding regarding the Indian problem. Instead of putting people on the defensive, we can work together to achieve understanding. What we want to do first is get together and talk about the kinds of improvements we can make.

Q. What is the relationship of the federal government to this project?

A. I think you all have that in the introduction, statement of philosophy at the beginning. (read statement) It is inevitable that the BIA will be involved and I think as a result we will be able to make some clearly defined observations as to the responsibility of the BIA in the state if there is an overlap or a gap these should be identified.

Any other questions? no.

Bob Miller, from Department of Industry, Labor & Human Relations

Introductory statements. Some examples of the programs we have been involved in are: Green Bay services 3 reservations, Stockbridge, Menominee, and Oneida.

Murray Whiterabbit, Bureau of Indian Affairs

I am here to represent employment assistance from the BIA in Ashland. Two major elements in our program. One is adult vocational training, the other is direct employment systems. Under the adult vocational training program, which was enacted under P.L. 959, has existed since 1952 and is an outgrowth of requests from Indian leaders. In adult vocational training, we try to give service to Indians, the most important one being that they have to be 1/4 degree and they can get training of whatever kind they want. We use the G.I. approach, that is, the person must make his own contacts and get himself enrolled. Funding we give these people covers almost all kinds of expenses.

Direct Employment - after a person has completed a course in vocation training or the like, we try to assist him with funds that will tide him over until he gets a few paychecks. Any person who has used these services is eligible for a housing grant which can be up to $2000 and can be used for closing costs and so on.

Ed Spicer

1. Academic Support Program
2. Wisconsin Native American-Teacher Corp. Program
3. University of Wisconsin/Madison, (2) Indians
4. Placed (3) Indians in Summer Intern Program
5. Native American Studies Program in Milwaukee has 148 Indian Students

Adjourned for lunch.

Mr. Van Raalte

Explained the divisions of the DPI.

State Superintendent
Deputy State Superintendent
6 Division Administrators or Assistant Superintendents

Division for Management and Planning Services, assists in planning and evaluating programs, and housekeeping duties at DPI.

Division for Financial Aids, administers monies (state aids) to school districts.

Division for School Board Administrative Services, deals with organization of administrative districts, school buildings, school transportation, and school food services.

Division for Handicapped Services, assists schools and children with handicaps and directly operates 2 schools in Wisconsin, school for the blind in Janesville and school for the deaf in Delevan.

Division for Library Services, administration of school libraries and assists public libraries in the state.

Division for Instructional Services, made up of 5 bureaus: Bureau for Teacher Education, Bureau for Instructional Specialists, Bureau for Program Development, Bureau for Career and Manpower Development, Bureau for Programs for Students with Educational Disadvantages, (minorities, poverty, migrants, etc.).

Q. Will there be a section on Indian Education after JOM is taken over by GLITC?

A. We are very much in favor of that and hope we can get funding for it.

"INDIAN CENTS"

A Brief Paper
Submitted to the Joint Subcommittee
of Education and Employment
Native American Project/Equal Rights Council
May 21, 1974

Prepared By
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Indian Education Section
Department of Public Instruction
126 Langdon Street
Madison, Wisconsin 53702

Introduction

This brief paper has been developed as an "initiator" or a "starter" for questioning to probe the present educational components affecting American Indian students in the public schools of Wisconsin.

The task of this subcommittee on Education and Employment can best be pointed out in the Statement of Philosophy for the overall project, that of "providing equal opportunities in education, employment, housing, health services and economic development and creating a perpetual upward trend of the Native American's socio-economic status with their concurrence and input."

Also, it should be noted that in this brief paper the history of education leading up to present day policies, standards, etc. affecting the educational processes of students is too large a subject to cover. At best, this paper will refer its discussions and questioning to the special supplemental and enrichment projects affecting American Indian youth in LEAs of Wisconisn. To the end that special efforts are being initiated to improve the academic performance of Indian youth, this paper will direct its attention to the continued support by the school staff, its administration, the school board, the Cooperative Educational Services Agencies (CESA) and the relationships to the Department of Public Instruction - Indian Education Section.

Indian Cents

There was a time when the American Indians of Wisconsin decided what, how, who, and when their children would be taught in order to function as worthwhile and respected members of the then present-day society. This time span of decision-making for the American Indian took place approximately between 50,000 B.C. years to 1500 A.D. or pre-Columbus. The concern of education of American Indian youth we are addressing ourselves to today spans a very short period of time - probably the turn of this century to the final report by this subcommittee sometime during the school year 1974-75.

The issues which may come to your attention should concern themselves with the Indian child and how he or she is affected, or being motivated to learn in Wisconsin's public schools. The learning which takes place in today's public schools are geared for a changing society. For the young Indian child, the past should also be studied for its contributions. Each Indian child should be self-directed in creating and deciding his or her own destiny. Education could be defined as what is left once you have forgotten everything ever crammed in your head in the classroom. Education is the ability to think objectively for yourself so you may choose intelligently your goals in life and the means to reach them, independently or in spite of the many pressures from exterior sources, people or circumstances. Further, the Indian child should be taught to have an inner security of being an American Indian.

The following are general questions which will reflect some of the educational issues involved with the education of Indian students. Other issues, programs, etc., which you will have to study which we will not concern ourselves with here are: school budgets, school construction, school lunches, repairs, supplies, taxes, etc.

The question, what is functional and what can be applied for certain situations should be asked. Someone once said that school is a home away from home. Yet, students are turned off and in quite a number of cases only the "top" students are worked with. As Ellen Lurie points out, "students should be questioned as well as teachers, administrators, parents about education problems, concerns, issues."

The first area of concern is that there is an overall responsibility by the State of Wisconsin, the Department of Public Instruction, the school board and local Indian Education Committees through policies, rules and regulations. The following are some general questions relating to education for Indian students:

1. What does curriculum mean?
2. Who determines the curriculum?
3. Are there any minimum state standards?

   a. Physical
   b. Staff Personnel

4. Are curriculum standards and requirements being met?

5. Does the DPI have any supervisory control over the curriculum affecting Indian students in public school districts?

6. How is the curriculum determined for Indian children residing on Indian reservations?

7. What is a tracking system?

8. How are Indian children treated when they fail any given test?

9. How are Indian children affected by the social promotion policy?

10. What is stratification?

11. Why are Indian students passed when they cannot read at the grade level they are in? (social promotion)

12. How important are elementary math and reading scores?

13. What courses at the ninth grade level are credited toward an academic high school diploma?

14. At what level are Indian students being placed? High? Medium? Low? (Even when you pass, you may be failing because you are in the wrong course)

15. What percent of the Indian children are actually achieving at their grade level in public schools?

16. If one kind of reading program doesn't work, whose fault is it? The school's? The teacher's? The children?

17. Are Indian children improperly labeled and put into slow learning classes?

18. How much improvement is there from one reading group to another?

19. What are schools for?

20. Do Indian parents decide the changes needed in curriculum?

21. Do Indian students have the maximum number of options available to them in deciding their future endeavors?

In summation, the initial phase I of this project will take a lot of time and effort on each of your parts. So, in going into phase II, the public hearings, there will be questions which you will have. The staff personnel of myself and my colleagues are at your disposal for <u>any</u> and <u>all</u> questions which you may have. In any event I wish you the best in furthering educational changes for our Native American youngsters in the State of Wisconsin.

United States Department of the Interior

BUREAU OF INDIAN AFFAIRS
Great Lakes Agency
Ashland, Wisconsin 54806

IN REPLY REFER TO:
Education
807

June 3, 1974

Mr. Roger Philbrick
State Department of Education
126 Langdon Street
Madison, Wisconsin 53703

Dear Mr. Philbrick:

We have your May 29 memorandum in which you were requesting a brief summary made by me at your May 21 meeting concerning the Native American Project.

It will be difficult to ascertain what exactly was covered in my brief presentation but we will attempt to name briefly a couple of subjects which I attempted to cover.

(1) The higher education program is administered locally to Native students of Wisconsin. We are funding some 475-500 Native Wisconsin Indians who are either attending school in institutions in Wisconsin or scattered throughout the United States. This is a significant increase over past years and we anticipate further increases in the future.

(2) The Education office administers boarding school programs for Indians of Michigan and Wisconsin. A significant number of Native American students are requesting boarding school entry. There has been some 60 students who have returned after completing the year at Flandreau Indian School. A few students are assisted in gaining entry into Bureau elementary schools.

This office has a few Adult Education programs which it is funding on an informal type of basis. This is one area in Indian education in Wisconsin which we feel somewhat negligent and would hope that time and finances will be available in the future to expand more effort toward meeting the needs of that segment of Adult Education.

Sincerely,
R. C. Miller, Superintendent

By Delmar W. Armstrong
Delmar W. Armstrong, Education Specialist

APPENDIX B

A BRIEF REPORT ON THE SERVICES OF THE DEPARTMENT OF PUBLIC INSTRUCTION

SUBMITTED TO THE

NATIVE AMERICAN PROJECT

SEPTEMBER 1975

PREPARED BY

ROGER R. PHILBRICK, INDIAN EDUCATION CONSULTANT

DEPARTMENT OF PUBLIC INSTRUCTION

126 LANGDON STREET

MADISON, WISCONSIN 53702

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

The Wisconsin Department of Public Instruction is headed by the State Superintendent of Public Instruction, an elected constitutional officer, who is responsible to the people as are other constitutional officers in the State of Wisconsin.

Thr programs and services in the Department are currently provided by six administrative divisions and executive staff positions in the office of the State Superintendent to supervise public schools and libraries, including assessment of educational programs, operation of two residential schools, and licensure of public school teachers and public librarians. Currently, there are 436 local school districts, 19 county handicapped children's education boards, 19 Cooperative Educational Service Agencies, and 337 public libraries. There are approximately 980,000 children enrolled in 2,300 schools taught by a professional staff of 54,000 persons.

The following are the programs in the DPI:

I. Equal Educational Opportunities Through Local Educational Agencies

A. Meeting Common Educational Needs of Students

The purpose of the DPI is that it is required to work toward achieving the goal of equal opportunies for <u>all</u> Wisconsin children attending public schools in order to realize the fullest possible development of each child's potential. The Department must help marshal all available local, state and federal resources to this end and provide leadership to local school district decision-makers and instructional staff.

1. Curriculum Development and Instruction

a. Teacher Inservice
b. Health
c. Early Childhood
d. Art
e. Career and Vocational Education

f. Physical Education
g. English
h. Mathematics
i. Indian Education
j. Science
k. Environmental Education
l. Driver and Safety Education
m. Foreign Languages
n. Social Studies
o. Music
p. Evaluation and Crditation of Schools
q. High School Equivalency

2. Vocational and Career Education

3. School Library Media Programs

4. Pupil Services

5. Teacher Education and Certification

B. Meeting Special Educational Needs

The purpose is to assure equal educational opportunites for those people in Wisconsin's local schools who have special needs targeted by Wisconsin's Legislature and by the U.S. CONGRESS. This special needs group includes: (1) the educationally disadvantaged, (2) handicapped children and youth, and (3) those students with medical service needs.

1. Serving Disadvantaged Students

a. Title I
b. Vocational Education Act, Part B
c. Johnson-O'Malley Act
d. Special Education Needs Program
e. Urban Education Program

2. Serving Handicapped Students

a. Exception Educational Needs
b. Chapter 89. Laws of 1973
c. Handicapped Services

3. Medical Services for the Physically Handicapped

a. Physical
b. Cystic Fibrosis
c. Federal Crippled Children Act

C. State General Financial Aid

The purpose of the policy of this state is that education is a state function and that some relief should be afforded from the local general property tax as a source of public school revenue where such tax is excessive, and that other sources of revenue shold contribute a larger percentage of the total funds needed. It is further declared that in order to provide reasonable equality of educational opportunity for all children of this state, the state must guarantee that a basic educational opportunity be available to each pupil and that the state should be obligated to contribute to the educational program only if the school district provides a program which meets state standards.

1. General Aid

   a. Equalization Aid
   b. Transitional Aid
   c. Flat Aids

2. Tuition Payment Aids

3. Administration Aids

D. Administration and Supporting Services to LEA's

The purpose is that equal educational opportunities for Wisconsin children requires well-managed local educational agencies (LEA's). The DPI provides technical assistance to LEA's in the management functions of district organization and reorganization; school district budgeting; accounting and financing; physical facility planning and maintenance; employment policies and practices; pupil transportation and driver training; and school food services and nutrition services.

1. School Food Services

   a. National School Lunch Program
   b. Special Milk Program
   c. School Breakfast Program
   d. Elderly Nutrition Improvement Program

2. Provide Management Services to Assure Efficient Use of Educational Resources

   a. Appeal Board Hearings
   b. CESA's
   c. School Management
   d. School District
   e. Evaluations
   f. Employment Practices
   g. School Managers
   h. Affirmative Action Programs

3. School Finance Services

   a. School Budget
   b. Title I
   c. Title II
   d. Vocational Education
   e. School Business Staff

E. Planning, Evaluation and Supporting Services for Management

The primary purpose of this program is to provide and coordinate staff services, i.e. data processing, information systems, and planning and evaluation to the local educational agency and, on a limited basis, to local school districts and cooperative educational services agencies (CESA's). Another purpose is to provide policy, program and fiscal controls to safeguard the interests of the State Superintendent and agency administrators. These services and functions extend the policy and administration of the State Superintendent to the operating division in areas of common operation. Support services are needed by management for decision processes and services provided must be at reasonable cost.

1. Training Officer

2. Management Training

II. Equal Educational Opportunites Through Residential Schools

The goal would be to assure equal educational opportunites by operating two residential schools which "afford the visually handicapped and the deaf a practical education and physical rehabilitation which will aid them to make a living, discharge their duties as citizens, and to secure to them all possible happiness." (Sec. 115.52 (1) of the Statutes)

The purpose is to provide quality educational programs for kindergarten through the 12th grade for hearing impaired and visually handicapped children, to provide services to assist local schools in educating these two types of handicapped children, an to provide rehabilitation programs for adolescents and adult handicapped by hearing and visual impairment.

A. The Wisconsin School for the Deaf (Delavan)

1. K-12 Education Program
2. Wisconsin Rehabilitation Center
3. Pre-school Program
4. Summer Program

B. The Wisconsin School for the Visually Handicapped (Janesville)

1. K-12 Education Program
2. Professional Service Center
3. Pre-school and Parent Program

III. Improving Library Services

The goal is to extend, improve and equalize library services throughout Wisconsin.

The purpose is to encourage, assist and coordinate delivery of the broadest array of library services for every citizen of Wisconsin in the most equitable and productive methods.

A. Public Library Development

1. Consultation Services
2. Training
3. Financial and Technical Services for the Physically Handicapped
4. Federal Aids
5. State Aids

B. State Reference and Loan Library

1. Resource Library
2. Special Collections

3. Bibliographic Center

4. Lending Services

5. State Document Depository System

Indian Education Consultant

1. Measurable Objectives

   a. Serve public schools participating in programs funded by the Bureau of Indian Affairs and the U. S. Office of Education.

   b. Determine what program activities will be conducted by working directly with local Indian Education Committees.

   c. Continue and develop further the fine rapport between DPI and the Wisconsin Indian community.

2. Specific Activities

   a. To promote a cultural appreciation for the American Indian and a respect of his contributions to present-day society in the elementary and secondary educational programs of local school districts.

   b. To promote improved and expanded educational services and activities for Indian children through improved Indian Educational leadership.

   c. To coordinate, develop and maintain cooperative relationships with LEAs, local advisory committees, CESAs, SEAs and other governmental agencies that have an interest and responsibility for Indian Education and welfare.

   d. To advise and assist school districts, Indian tribes and local Indian education committees in determining Indian student needs and recommend alternative courses of action to alleviate these needs.

   e. To provide assistance to participating schools in the administration of special Johnson - O'Malley programs.

3. Results or Benefits Expected

   a-1. Serve as the state contact person for Title IV of the Indian Education Act of 1972 for about 110 local education agencies.

   a-2. Plan and conduct a statewide workshop providing information, project proposals, and dissemination to LEAs, local Indian Education councils, tribes, and others.

   a-3. Assist in development of project proposals, meet with LEAs, LIECs, and tribes for public hearings and provide for implementation.

   a-4. Coordinate, and maintain communication between the LEAs, LIECs, tribes, and U.S.O.E. - Indian desk as well as attendance at regional meetings.

   a-5. Provide for monitoring of special supplementary project to insure continued program efforts, as well as assistance in evaluation.

a-6. Provide for curriculum development relative to Indian education at the elementary and secondary level through inservice programs for teachers, administrators, school board members, local Indian education committee members, and others.

b-1. Serve as ad hoc member of the statewide committee on Indian Education, Great Lakes Inter-Tribal Council Education Committee.

b-2. Plan and advise the Governor's Council on Indian Education.

b-3. Serve on the State Affirmative Action Advisory Committee, meet about ten times a year, and recommend the necessary changes relative to the Affirmative Action programs of the various state agencies.

b-4. Serve as the DPI consultant to the Native American Project, which is assessing the various needs of Native Americans in Wisconsin.

b-5. Serve on the board of directors of the Wisconsin Association for Mental Health and co-chair the sub-committee on "The Advocacy for the Minorities and the Poor."

b-6. Consult and advise various other agencies, organizations supporting Indian Education programs as the Wisconsin Arts Council, Wisconsin Humanities Program, etc.

b-7. Consult and advise the various American Indian tribal councils in Wisconsin as well as the Great Lakes Inter-Tribal Council, meeting at least twice a year with the GLITC and the respective tribes upon request to advise on program development and implementation, as well as dissemination and evaluation.

b-8. Attend annually the National Indian Education Association National Conference and advise on national programs affecting Indian Education.

c-1. Maintain communication with the U.S.O.E.-Indian Desk, the National Indian Advisory Council, the Congressmen representing Wisconsin, the State Departments in the Midwest, and other organizations including the Bureau of Indian Affairs (Ashland, Wis.; Minneapolis, Minn.; Alburquerque, N.M.; Washington, D.C.; and Aberdeen, S.D.) which serve the Native Americans on a national basis.

c-2. Advise the Administrative Council on the Human Relations Code affecting change in the thirty-three institutions of higher learning which have teacher education programs. This involves reviewing and evaluating the needed recommended changes in the state which serves the needs of the Native Americans, and visiting eight educational institutions.

c-3. Serve as the SEA consultant to those institutions which have cooperative program efforts with LEAs serving Indian children.

c-4. Provide inservice as well as class presentations on various aspects of Indian education to institutions of higher learning.

c-5. Provide continued support to state operated programs and state programs with related Indian Education elements.

d-1. Develop a planning guide through the cooperation of the Johnson-O'Malley State Committee, the LEAs and the LIEC which will provide for program improvement and expansion of each of the 14 affected LEAs.

d-2. Develop assessments in the areas of education materials supporting Indian History and Culture and the need for Indian languages, special supplemental and enrichment programs serving Indian children.

d-3. Develop and submit a statewide proposal in the area of research and assessment to improve Indian Education.

e-1. Provide leadership, development, dissemination of Johnson-O'Malley guidelines, rules, regulations, policies relating to special supplementary JOM Projects to LEAs and statewide efforts.

e-2. Reestablish a statewide Johnson-O'Malley Committee for the purpose of developing the Wisconsin State Plan for Indian Education, policy and decision-making concerning the JOM descretionary funds. Hold three additional meetings, with a regional conference for the six affected Indian Tribal Councils and fourteen LEAs.

INDIAN EDUCATION LEGISLATION
S.438
BUDGET REQUESTS
FOR
1973-75 BIENNIUM

Prepared by
Roger R. Philbrick
Indian Education Consultant
Department of Public Instruction
126 Langdon Street
Madison, Wisconsin 53702

In Conjunction With The

Legislative Sub-Committee
Great Lakes Inter-Tribal Council Education Committee
Mr. Waldo Martin
Mr. Willard Lonetree
Mr. George Amour
Mr. Joe Rose
Mrs. Orville Greendeer
Mr. James Lawson
Mr. Ray DePerry
Mrs. Loretta Ellis

GRANTS AND PROGRAMS TO EQUALIZE EDUCATIONAL OPPORTUNITIES OF AMERICAN INDIANS

Section I

Need For Program

The Indian legislative sub-committee serves a viable function of trying to alleviate those LEAs who have Indian students enrolled but who do not qualify for services through the Johnson-O'Malley program. Equalizing educational needs can instill the individual student with a pride and self-dignity of his self-worth as a contributor to today's society. Legislation for Indian education will supplement and enrich the various areas of the total school curriculum. The development of Indian curriculum materials will reflect the unique cultural, social and economic forces affecting Indian pupils and the Indian community. The cultural heritage of the Wisconsin Indian student requires specific needs to include:

1. A realization of self-concept through the perpetual of Indian culture in the school,
2. To develop, initiate and implement programs for Indian youth such as Indian history, crosscultural communication, academic tutoring and inservice training.
3. To support and develop parental involvement to advise to the school board and the administration and the school staff on areas of interest to the Indian parent and Indian student,
4. To include the Indian in the communicative processes as a part of the decisions affecting his destiny.

Target Population

There are ten Indian reservations organized under the Great Lakes Inter-Tribal Council, Inc., including thirty-two local Indian communities in the Great Lakes Inter-Tribal Council Education Committee for the purpose of coordinating statewide activities in the interest of the Wisconsin Indians. The total Indian student population as indicated in the 1971-72 Annual Report on Indian Education shows a total Indian enrollment of those Indian students eligible for special services

under the Johnson-O'Malley Program of 1,480. This figure represents Indian students of one quarter Indian blood quantum being Indian and residing on federal land.

According to the Civil Rights Student Enrollment of 1971-72, 6,645 Indian students enrolled in public schools in Wisconsin.

Goals of Indian Education

With the 1848 Constitution of the state of Wisconsin and the 1971 Wisconsin legislature delegating the State Superintendent "to develop an educatfonal assessment program", educational goals were developed for public elementary and secondary schools in Wisconsin. These goals, as described in the final report of the Advisory Task Force on Educational Goals are described on pages 7-10 as: 1) self-realization, 2) human relations, 3) basic skills, 4) mental and physical health, 5) career education and occupational competence, 6) cultural appreciation, 7) life-long learning, 8) citizenship and political understanding, 9) economic understanding, 10) physical environment and 11) creative, constructive and critical thinking.

These goals reflect the future desires of Indian students in that the individual is deciding his own outcomes. The schools, the parents and the community-at-large provide avenues of implementation.

Anticipated Developments - Rational

Curriculum: The development and implementation of American Indian oriented curriculum through the confluence of DPI and the local levels of Local Educational Agencies and Local Indian Education Committees.

Curriculum will be designed to meet the specific needs necessary to promote and incorporate the understanding, appreciation and utilization of the American Indian culture to a more realistic and accurate concept contributing to the overall positive enhancement of educational programs.

Teacher Education: Because the school is perhaps the most influential agency which can bring about social change and reaches the largest majority of the population, it is imperative that the teacher is prepared to meet the needs of all students.

Realizing that the Indian student, because of cultural and socio-economic reasons, is by normal standards faced with the almost totally irrelevant education due to the lack of understanding of his cultural background.

The sensitivity of the teacher to the Indian students' particular needs is necessary to bring about the desired teacher-student relationship required to promote the maximum academic performance of the student.

Evaluation: Maximum effect of new educational programs can only be achieved by an effective evaluation process. This process insures that the development of new programs evolve only after serious consideration has been given to specific areas of major concern determined by the target population being served. After implementation of programs has been achieved, results must be evaluated to determine effectiveness.

Because of past failures of programs developed on the national level, the Indian community of the state of Wisconsin must be assured of participation in the evaluation process.

Communications: The Wisconsin Indian Education Committee with their various affiliate sub-committees of the GLITC, Inc. is an example of the accomplishments derived from the concertive communicative efforts exercised from the "grass roots" and culminating at the state level.

This approach within the native American as well as the non-Indian community in Wisconsin is innovative in its concept. This is reflected from the recent thrust inaugurated successfully by Indian scholars and educators on a nationwide basis.

The employment of the mass media in the sphere of the education is a proven fact. From the standpoint particularly concerning major channels (i.e., press, radio and television) plus the newly developed services in telephone electronics would not only be effective but essential in expediting the Wisconsin plan.

Pilot Programs: For the needed awareness of the native American in Wisconsin there must be an involvement of professional educators working with local Indian people. Through providing avenues for innovative and demonstration projects at the LEA level, improved techniques and methods can be developed. With the increased participation for excellence in Indian education, it is anticipated that local initiative will be developed which will benefit an LEA's total educational effort in providing continuing programs for our native Americans.

Special Conferences: In as much as all or nearly all educational institutions in the state of Wisconsin are sadly lacking in factual information regarding Indians, particularly Indian people of this state, it becomes immediately necessary that Wisconsin public schools present programs and lyceums with the full participation of the Indian communities.

The various state departments and agencies which are attempting services in the area of Indian education can only be effective with the advice and concurrence of GLITC, Inc. Education Sub-Committees.

Since the experts on Indian people in a given school district are the Indian people who reside there and send their children to that school district, they are the source and resource for sensitizing teachers and counselors and other staff to the life style, needs and aspirations of those Indian students.

The representatives of the local Indian areas as well as those on the statewide Indian Education Committee have attained various levels of formal education ranging from the elementary grades to post high school. Therefore, to mobilize the capabilities of these members it is vital that training sessions both statewide and local,

covering all facets of the educational process be utilized.

Para-Professional: Realizing the limited number of professional Indian educators available to provide the cultural awareness needed in the educational system of Wisconsin, it is profoundly evident that a comprehensive para-professional program be developed utilizing non-professional Indians to work in the areas of teacher aides, tutors, counselors and interns, etc. to bring about needed Indian awareness to attain the full potential of the American Indian for the educational success of the Indian and non-Indian students.

The development of para-professional programs is the means by which we recognize a vast, untapped resource of knowledge. It is not difficult to realize that many Indian people are experts in their history and culture by the mere fact that they have lived their lives in traditional ways. We also realize that as counselors another Indian is in a better position to understand the problems and thoughts of an Indian student, thereby providing better advice and supportive services to the students. Para-professional programs will then provide the background and training which will fulfill the kinds of requirements which public schools require for their staff. These programs can provide the desired credentials insisted upon by school boards and also satisfies the desire of the Indian community to utilize their own valued community people.

Indian para-professional persons employed within a school system provides stability, identification, and a positive image to Indian students in that system. Because of cumulative experience and training, services of such persons become professional in nature.

Resulting from the value of this untapped resource it should follow that the status of the native para-professional be elevated to the position of an accredited instructor in the field of Indian education.

Central Depository: In providing the LEA's with the necessary materials on the North American Indian (print and non-print), there is a demand to create a more relevant picture. This view of a rich heritage in the development, researching, collection and dissemination processes can be the responsibility of respective school library programs and teachers with the Indian people. In accessibility of adequate records and accounts of the native American the LEA's will be a contributing factor in the cultural preservation.

Section II

The Department of Public Instruction includes consultants who are recognized as having the expertise to develop and administer a program of financial assistance and consultative services to selected school districts to assist these districts in providing educational opportunities and a learning environment for Indian pupils which will make it possible for these children to achieve a harmonious living relationship between the dominate culture and the culture of the Wisconsin Indians so that all students can enjoy better living based on the wisdom of centuries of co-existence between man and man and between man and nature.

Through a humanizing process, the performance of the Indian Education Consultants will be carried out in four categories. These are:

1. Planning and Research - An overall Indian education plan will be developed with the Johnson-O'Malley program whereby Indian curriculum will be researched and studied for the purpose of serving as a guide for coordinating future efforts of those concerned with the cultural enrichment in the curriculum of the Wisconsin public schools. Indian staff additions and increased educational opportunities will be developed in conjunction with the LEAs curriculum effort.

2. Needs Assessment - A student's needs assessment will be made at the local level of Indian pupils and special programs with a statewide Indian Advisory Committee to the State Superintendent of Public Instruction. This assessment will be concerned with the present academic achievement, dropouts, and the future goals and aspirations of what may be termed "career education."

3. Curriculum Development and Implementation - Curriculum programs will include the involvement of local Indian people serving on a committee with teachers and the school staff in developing units of study, courses, materials that can be used as teaching tools. Further efforts will be utilized in implementing curriculum efforts within the school through inservice, workshops, special projects and the media.

4. Information Network - An information network will be set up to keep the Wisconsin Indian informed of local, state and national programs for Indians and to provide visability for increased educational programs for Wisconsin Indian youth. The information provided the Indian youth through the counseling program, as well as the involvement of the local Indian parent in keeping the student aware and involved with educational opportunities, will be a requirement.

Workload and Budget Requests

Curriculum	
Development	$ 21,000
Implementation	10,000
Evaluation	400
TOTAL	$ 31,400
Teacher Education	
LEA Inservice Workshop	$ 35,000
Teacher Education Workshop	5,000
TOTAL	$ 40,000
Needs Assessment (Evaluation)	
Surveys & Studies	$ 4,500
Assessments	13,100
TOTAL	$ 17,600
Communication	
Newsletters	$ 3,400
Bulletins	1,000
Handouts	4,000
ETV	9,000
Slides, Tapes & Transparencies	1,000
TOTAL	$ 18,400
Model Demonstration Projects (Pilot)	
Model Demonstration Projects	$ 8,000
Special Conferences	
Prof. Org.	$ 2,600
Parent Advisory Committees	100
	$ 2,700
Career Education (Para-professional)	
Tutors	$ 5,200
Other Programs	
Depository Centers	$ 1,700
GRAND TOTAL	$125,000

DRAFT

A PROSPECTUS

A
PROGRAM
TO IMPROVE
INTER-STATE AGENCIES
ON
INDIAN EDUCATION

By
Roger R. Philbrick
Indian Education Consultant
Department of Public Instruction
126 Langdon Street
Madison, Wisconsin 53702

BACK-TRACKING

Introduction

It is the year 1990 and as in the 1960's a wave of demonstrations are protesting a need for social change. The climate rears to the tune of the poorest and most poorly educated Terrian - the Brothern. These are individuals who for various Christian beliefs have neglected their abilities but who now want and demand a right and just shore. Where did education go wrong? Was the turning point the seventies when the courts backed the side of various state and national agencies in declaring no aid to parochial schools? Could the educational leadership been so isolated from each other that the right hand didn't know what the left hand was doing?

I point this brief introduction out as a concern for the education of the disadvantaged. If the educational system can reach the poorest child on the lowest rung of the ladder then there is hope in man. Man is a social being and needs to be loved. The American Indian is on the low rungs of the ladder today. With a concerned and action oriented state department on education tremendous strides can be made to further Indian education. These strides need to be oriented so the right path is taken; coordinated so that a good educational pace is set and developed cooperatively so that a sustained effort can be made to equalize the educational efforts for the first Americans.

The Need

The American Indian of today is living at a time when the educational processes have begun to take an inner look at man. With the moonshots and the scientific urge to explore and conquest the solar system, an ebb in this generation, new priorities are being placed on the resources of this planet. The greatest of these resources being man himself.

Employed in various roles and positions of responsibility for improving educational opportunities for American Indians and American Indian personnel. Alone with President Nixon's July, 1970 address to Congress Indian self-determination has been encouraged at all levels of the present governmental structure.

As a part of showing the state's responsibility for Indian education various state Departments of Education have hired Indian personnel to upgrade and improve Indian education with the involvement of local Indian people - local Indian Education Committees. Herein it should be noted that education is a state's responsibility with local school boards.

Some local school boards enjoy a large amount of local (autonomy) control. Wisconsin is one of these states which does not have a Commission on Education and its State Department of Public Instruction is very supportive of the voice of the local school community. In this effort lies the coordination, the cooperative programs and special projects which are designed, implemented and evaluated to enrich and supplement the educational systems. As an imperative part of the communication processes of being heard, being understood and finally being reacted positively too is the Indian Education Consultant or the Director of Indian Education. These State personnel are representative (If they are of N.A. Indian origin) of Indian people. If there is an active Indian population involved with advising and directing change this representative can be an advocate for voicing concerns, efforts of Indian people. A voice of local Indian concerns is needed in State Educational Agencies (SEA).

For this voice to effectively be heard there has to be a degree of competency established within the SEA with lines of communications with advise and consent by Indian advisory committees. It is at this level that educational policy affecting Indian youth can also have an effect on non-Indian students as well. Someone once said it may be just as important to treat the whole of man than just a very small part. So, having an influence on the total educational effort is needed. In effectuating a policy of integrating the total structure, a picture of local, state and national concerns in Indian education needs to be shared mutually. Knowledge is power. By not only sharing knowledge will educational programs, projects be coordinated but a more cooperative spirit will develop. There is a need to improve the working relationship among Indian educators. As the Sioux would say, "There is a need to smoke the peace pipe every now and then." An Inter-State Agency effort on Indian education is anew. The general objectives of this program will be as follows:

1. To develop a mutual feeling of understanding between State Agencies on Indian Education,
2. To provide support and direction to State educational efforts,
3. To provide the needed communication between SEAs, LEAs and local Indian communities,
4. To share commonalities and explore special areas of interest with state personnel,
5. To act in an intelligent matter with the necessary research and advise before deciding policy,
6. To be current and up-to-date.

APPENDIX C

MAILING TO NATIVE AMERICAN PROJECT (NAP) AND EDUCATION AND EMPLOYMENT COMMITTEE OF NAP

PART I. GENERAL PROGRAM INFORMATION ABOUT NATIVE AMERICAN PROJECT

PART II. EMPLOYMENT SERVICES AFFORDED NATIVE AMERICANS THROUGH STATE AGENCIES

PART III. EDUCATIONAL SERVICES AFFORDED NATIVE AMERICANS THROUGH STATE AGENCIES

A. Services by Wisconsin Vocational, Technical and Adult Education Districts to Indians

B. University of Wisconsin System Ethnic and Minority Studies

C. Higher Education Education Aids Board

D. Department of Public Instruction (DPI)

1. Toward Mutual Understanding
2. DPI Organizational Chart
3. Federal Grants of DPI for FY-72, 73 & 74
4. History of the Johnson-O'Malley Act (JOM)
5. JOM Special Program Summaries
6. Title I
7. Title IV (Indian Education Act)
8. Role of Instructional Specialists
9. JOM Annual Report (1973-74)
10. JOM Annual Report (1974-75)

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